

INCLUSION OF VIETNAMESE WITH DISABILITIES

Progress Report # 17 Submitted April 30, 2011

USAID Cooperative Agreement #486-A-00-05-00019-00

Award Recipient: Catholic Relief Services

Reporting Period: January 2011 – March 2011

Section 1 – Program Performance Summary

Both components of the current phase of the Inclusion of Vietnamese with Disabilities (IVWD) project, ITTP and Parent Association empowerment, have progressed substantially during the second quarter of FY 2011. Van Lang University (VLU) and Hanoi College of Information Technology (HCIT) continue to offer courses in Software Engineering (SE), Graphics Design (GD), Architecture Engineering Design (AED), Website Design for the Hearing Impaired (HI) persons, and Training of Trainers (TOT) for Visually Impaired (VI) persons. **A total of 80 new students were enrolled in ITTP courses during this quarter, 65 students completed their ITTP training and 35 students have found jobs or internship.**

The two ITTP schools continued to focus on supporting students with **job placement** and **soft skills** in addition to technical training. Both schools organized trainings on soft skills, either as integral parts of the curriculum or as stand-alone activities. CRS worked with VNAH to link ITTP partner in HCMC, Van Lang University to the Blue Ribbon Employers Council (BREC) for job linkage and employment. BREC organized a meeting for inducting new businesses into the council on March 31st. Van Lang University used this opportunity to introduce ITTP to business representatives.

The second quarter of FY 2011 Quang Nam and Ninh Binh partners focused on the building capacity for core parents of newly established Parent Associations (PAs). Core parents were selected by the Representative Board of Parents Associations from each village to establish and sustain the support network for CWD and their parents in project areas.

In January, **288 PA members participated in project management and fund raising trainings** in Ninh Binh and Quang Nam provinces. The trainings were aimed to improve PAs' skills to develop, manage and mobilize funding for their own initiatives to support CWD in their communities. Another **864 parents and teachers received trainings on rehabilitation techniques for different forms of disabilities.**

In the second quarter of FY 2011, PAs in Ninh Binh and Quang Nam started to provide home-based support to CWD with severe disabilities. Based on the screening and needs assessment carried out in the previous quarter, **52 CWD have been selected to receive home-based teaching.**

This reporting period also remarked the establishment of **2 new PAs** in two remote ethnic minority communes of Hiep Duc district.

Main challenges:

- Some PA leaders are not very active in their leadership roles because they are busy with their other jobs. This has delayed some PA activities.

- Personnel changes in parent association representative boards have affected some PA activities.
- Many core parents in the newly established PAs lack skills and confidence to develop small grant projects independently and must rely on the support from teachers in local schools.

Section 2 – Key Issue Achievement Narrative

Key Issue: Civil Society and Community Mobilization

Narrative:

VLU and BREC jointly organized conference - CRS worked with VNAH to link ITTP partner in HCMC, Van Lang University to the Blue Ribbon Employers Council (BREC) for job linkage and employment. BREC organized a meeting for inducting new businesses into the council on March 31st. Van Lang University used this opportunity to introduce ITTP to business representatives. In all, 35 businesses attended this meeting and visited ITTP classes afterward.

Ninh Binh PAs mobilized support from schools and provincial DPO – During this quarter, newly established PAs in Ninh Binh province successfully mobilized support from schools and the provincial DPO. Schools provide support for PAs by offering classrooms for PAs to meet in and to host training courses. The linkage between Ninh Binh DPO and district DPO and PA has been set up. Chairperson of Ninh Binh DPO and representatives from district DPOs of Yen Mo and Gia Vien participated in the project management training with parents and share their experiences on fundraising.

There was active participation of civil society and community in every aspect of the parent association component of this project. For example each commune Representative Board of Parents Associations (RBPA) is consisted of 60% to 80% of parents of CWD, but also includes members of communal civil societies including Women's Union, Youth Union, Population-Family-Children Unit, healthcare center, and teachers. Civil societies and community members, including parents or direct caregivers of CWD actively involved in mapping CWD in their villages and communes and mobilizing parents of CWD to attend screening and need assessment. The first monthly meeting of RBPA for introducing the project and planning for quarter activities attracted not only members of RBPA but all the parents of CWD in each communes to the meeting.

Almost 80% of parents with CWD in Que Son and Thang Binh attended training on awareness-raising on disability issues and training on care and rehabilitation for CWD. An advantage of Que Son district was the big number of CWD mobilized to go to local schools from pre-schools up to lower secondary schools. Thus, in every activity, the PMB mobilized the involvement of representatives from local schools with the view for effective partnership between parent associations and school communities in activities for better inclusion of CWD.

Key Issue: Local Institutional Capacity Building

Narrative:

CRS is building capacity of communal PAs to provide needed social services to CWD and their parents and advocate for positive changes in policies and people's attitude toward CWD.

This is achieved through a series of trainings and small grant projects that give PAs opportunities to design and implement innovative interventions to remove barriers faced by CWD for educational and social inclusion.

The ITTP schools have partnered with VBA to train their members to become IT trainers. These IT trainers will return to their home provinces and work in VBA's local branch offices to train other VI persons on using computer and accessing the Internet. This project is strengthening the human resources of VBA, and is empowering VBA to achieve its objective of improving the quality of life of VI persons in Vietnam.

During March 2011, a three day social work skills training program was organized in Hanoi for 16 teachers and managers of VLU and ESTIH. Trainers from Ministry of Education and Training (MoET) and Inclusive Development Action (IDEA) provide ITTP teacher with knowledge and skills in social counseling and soft skill training for student with disability.

Section 3 – Program Achievements in FY 2010

Project activities implemented during the second quarter of FY 2011 are described below grouped by strategic objective:

SO1: Youth with disabilities increase access to employment using ICT.

1. ITTP program collaboration with HCIT in Hanoi:

The Software Engineer (SE5) course continued running smoothly with 24 trainees. In February 2011, after the Tet holiday, the class started using a new classroom in Campus 2 of HCIT with the same accessibility condition as their Campus 1 classroom. Campus 2 is here ITTP trainees' dormitories are located. The moving of SE5 class to Campus 2 has saved trainees up to two hours of commuting each day while still keep the inclusive learning environment with other trainees of HCIT in Campus 2.

The current General IT Management Training course at ESTIH (Q17KT) continued with 30 trainees. With the moving of the SE5 classroom to Campus 2, the two classes now can organize joint group activities on both weekdays and weekends. A group meeting of all trainees of SE5, Q17KT and Visual Impaired classes is organized twice a month on weekends to share technical skills, life skills and working experiences.

During this quarter, soft skills trainings were fully integrated in regular curriculum of both SE5 and Q17KT courses. The training sections were implemented by Tam Viet Group, an experienced and professional soft skills training provider in Vietnam.

The first TOT training course for visual impaired people (VI class) completed in January 2011, right before Tet holiday. 14 trainees was successfully completed the course and went back to their home provinces. Vietnam Blind Association (VBA) reported that 10 of the graduates have already started working as IT trainers for VBA's provincial branch offices. The other 4 are in negotiation with local authorities to secure support for equipment in order to set up an IT training center for the blind.

The second TOT VI class started in early March 2011 with 13 trainees. The training curriculum was revised based on lessons learned from the first TOT VI class to better meet trainee needs and to improve the quality of training. In addition, Mr. Hoang Moc Kien, the instructor for TOT VI class and his colleagues have completed the development of a sound-based IT dictionary for VI computer users. This tool will facilitate VI trainees in learning IT.

During this quarter the Website Design and Administration course for hearing impaired persons continued with 24 trainees. The course focuses on developing trainee skills on website development/administration and advance photoshop skills which support website development. The course will end in June.

2. ITTP at Van Lang University – Ho Chi Minh City

During the second quarter of FY 2011, SE2 class at Van Lang University continued with 23 trainees. The training program applies both Carnegie Mellon University developed software engineer curriculum and Van Lang University's two-year IT training curriculum.

On 21 January 2011, a graduation ceremony was organized at VLU to celebrate the successful graduation of 42 Architect Engineer Design (AED) and Graphic Design (GD) courses. Mr. An Le, US Consul General and Mr. Howard Handler of USAID attended the ceremony and awarded graduates with certificates. Six students who did not meet graduation criteria were offered a second chance to completed their assignments and take the second final exam in April 2011.

The next GD course started in February with 32 trainees. The course is scheduled to finish in September 2011.

The first TOT VI course at VLU finished in early March with 10 of 11 trainees successfully graduated. The trainee who did not finish the course is now continuing her study with the 27 new trainees for the second TOT VI training course which started on 21 February 2011.

On March 22nd, all ITTP students participated in a soft skills training workshop organized by Van Lang University and New Thinking Group, a service provider specialized in social skill training. This workshop was designed to boost trainees' communication skills and self-confidence.

In order to link Van Lang University and its trainees to businesses interested in recruiting people with disabilities, on 31st March Van Lang University, Viet Nam Assistance for the Handicapped (VNAH), Vietnam Chamber of Commerce and Industries (VCCI) jointly organized a meeting of BREC members at Van Lang University. VLU took this opportunity to introduce the ITTP to BREC members through a presentation on the program and a tour of ITTP classes where business representatives met and talked with ITTP students.

Report on the employment status:

Hanoi College of Information Technology / ESTIH

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	5/2008	27	26	96%
SE2	1 year	9/2008	25	25	100%
SE3	1 year	5/2009	25	23	92%
SE4	1 year	7/2010	21	14	67%
GEIT	1 year	7/2010	26	18	69%
TOT VI 1	6 months	25/1/2011	14	10	71%
Total			138	116	84%

Van Lang University

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	3/2010	24	23	96%
GD1	6 months	8/2009	22	17	77%
GD2	6 months	12/2009	22	15	68%
GD3	6 months	21/1/2011	25	12	48%
AED1	6 months	12/2009	22	19	86%
AED2	6 months	6/2010	20	12	60%
AED3	6 months	21/1/2011	17	5	29%
TOT VI 1	3 months	2/3/2011	9	5	56%
Total			161	108	67%

SO2: Children with disabilities benefit from increased involvement of parents in providing community-based support**PA activities in Quang Nam**

During the second quarter of FY 2011, the 14 new PAs of Que Son and Thang Binh districts focused on the building capacity for core parents, who were selected by the Representative Board of Parents Associations from each village to establish and sustain the support network for CWD and their parents. In all, 96 core parents from Que Son and Thang Binh improved their knowledge and skills in education and care for CWD, community development and funding raising through 3 thematic training seminars and training on project development and funding raising skills, training on disability identification, and training on consultation skills for core parents. Also participated in these trainings were 33 local health and education officers from the local government. Evaluation by core parents after the training showed that they found training contents were very informative and useful.

Local schools started joining hands in promoting education and care for local CWD who were unable to go to school by sending teachers to participate in training on home-based teaching for CWD. In total 85 primary school teachers from Que Son and Thang Binh participated in training on basic techniques of working with CWD at home. Teachers from Duy Xuyen and Hiep Duc districts who had experience with providing home-based support for CWD shared their experience with the teachers from the new districts.

Thang Binh Project Management Board organized a 1-day awareness raising session for 170 parents of children with intellectual disabilities and 26 teachers and local government officers and a 2-day training seminar for the same group on care and rehabilitation of children with intellectual disability. The parents found this training very useful due to their lack of access to information about CWD, especially children with intellectual with disabilities. The parents especially appreciated the sharing by Mr. Trinh Xuan Vinh, father of a child with cerebral palsy, and living with disabilities himself.

This reporting period also remarked the establishment of 2 new PAs in Phuoc Gia and Phuoc Tra, the two most remote ethnic minority communes of Hiep Duc district.

Based on the screening and needs assessment results, 52 CWD in Que Son were suggested by core parents to have home –based support. After visit and reassessment by CRS and partner staff, 20 CWD were selected for home-based support. Sixteen CWD started to receive

teachers' support at home. After only two weeks, parents reported that their children improve noticeably in their life skills and communication.

Eight CWD in Hiep Duc started learning at home with the support of the local teachers since the beginning of March. Twenty other CWD and their parents in Hiep Duc received direct support from core parents who make home visits once a week to provide advice on how to rehabilitate CWD. Some of the teachers also established peer groups for the CWD to improve CWD's social and communication skills by interacting with his/her friends at schools.

Ninety-one CWD started to participate in peer-group activities Que Son and Hiep Duc respectively. Of these, 39 CWD who go to inclusive schools in Hiep Duc and Que Son join their friends in doing school work and extra-curriculum activities like singing or stage performance. Some groups had performance about attitudes towards CWD in which CWD themselves are the main actors. Their activities not only contributed to improving self-esteem of CWD but also to removes stigma about CWD among children without disabilities.

Monthly meetings organized by representative board of PAs became to regular activity for each communal PA. In Que Son, the 25th of each month has been chosen to be the day for parents to meet and review activities and plan for the upcoming events. Almost 90% of parents attended the quarterly review meeting for all parents of CWD in each PA in March, with 80% of the participants being mothers. In this meeting, parents reviewed PA activities, especially the activities of the core parents. Core parents reported their visits to the families to provide the advices and support for other parents struggling with care for CWD. Local leaders also joined the meetings and made remarks to show the attention of the local government to the activities of PAs.

PA activities in Ninh Binh

During this quarter, a series of training seminars were organised for members of PAs in Ninh Binh. Trainings included care and rehabilitation for mobility disability and developmental delay, project and activity planning, management and social mobilization. Teachers and core parents participating in homebased teaching activity also received a 2-day training on basic knowledge and skills for teaching CWD academic and social skills at home. These training seminars were attended by 366 parents, teachers and local government officers.

The project management and fund raising training for PA members had a lot of success when PA members learned how to apply knowledge in their monthly meetings and started to write proposals for small grants. The total attendance for this training included 197 parents, teachers, and local government officers.

PAs made a great progress in selecting children with severe disabilities to receive home-based teaching. A total of 24 CWD are benefitting from home-based teaching in Ninh Binh. This activity provides a chance for the most disadvantaged CWD to receive education while their parents and caregivers are guided on how to care and teach their children at home.

In this quarter 60 parents of CWD are newly selected to receive consultation at home. Ninety-five peer groups were set up to support CWD. Most of their activities are supporting friends with disabilities in learning and playing traditional games together. The planning meetings and quarterly meetings happen regularly like other quarter to ensure all activities are implemented as planed.

Section 4 – Indicator Results and Targets

According to guidance from USAID, this table includes only **new** beneficiaries in FY 2011. Continuing beneficiaries, such as ITTP students who began their courses in FY 2010 or children with disabilities enrolled due to the CRS project at preschool, primary and secondary levels in Ninh Binh and Quang Nam, are not included here.

Standard Indicators	<i>FY 11 Q2</i>	<i>FY 11 Target</i>
1. Number of people benefiting from USG-supported social services	80	1620
# of students with disabilities enrolled in long term ITTP training in Hanoi	0	50
# of students with disabilities enrolled in long term ITTP training in HCMC	32 ¹	100
# of students with disabilities enrolled in short term ITTP training in Hanoi and HCMC	48 ²	150
# of students enrolled in inclusive IT classes	0	20
# of CWD receive quality community support	0	1300
¹ During Q2 of FY 2011, 32 new students joined GD course at HCMC ² During Q2 of FY 2011, 8 new students joined HI class in Hanoi, 27 new students joined VI class in HCMC, and 13 students joined VI class in Hanoi		
	<i>FY 11 Q2</i>	<i>FY 11 Target</i>
2. Number of service providers trained who serve vulnerable persons	368	2600
# of PA members trained in awareness raising and rehabilitation techniques	341	390
# of parents and caretakers participating in PA activities	27	2210
	<i>FY 11 Q1</i>	<i>FY 11 Target</i>
3. Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations	4	36
# of new businesses involved in job placement of ITTP graduates in Hanoi and HCMC	2	10
# of new Parent Associations established	2	26

Section 5 – Reporting on People with Disabilities

- Please describe ways in which your organization has removed barriers to the participation of PWDs in your work. Barriers may include communications, physical accessibility, employment, civil society/governance, training, etc.*

CRS recruits PWD with specific profession and skills for consultancy services whenever availability. For instance, Hoang Van Giap, an ITTP graduate from HCIT were recruited

in software development for data input and analysis of the results of the screening and need assessments of 1505 children in Quang Nam and Ninh Binh. ITTP graduate students were often informed by CRS staff for any vacant in the INGOs network.

2. *Please describe how PWDs have been included in the planning, implementation, and evaluation of USAID-supported programs.*

CRS currently employs three PWD out of a total of 30 staff and long-term consultants (10%).

In one training on project and activity planning, management, social mobilization for parents, teachers and community members, CRS worked with Ninh Binh DOET to invite Ninh Binh DPO to co-organize training. The chairperson of Ninh Binh DPO came and shared his experience with parents. This was also an opportunity for Ninh PA to have linkage and connection to the provincial DPO.

Mr. Trinh Xuan Vinh, a person with physical disabilities and a parent of a child with multiple disabilities (cerebral palsy and intellectual disability), head of youth with disabilities self-help group in Hoi An were invited to join the training workshops on awareness raising on disability issues for 196 parents of children with intellectual with disabilities in Thang Binh district. As a person experienced the similar situation with other parents of CWD, and as a member of Quang Nam DPO and Hoi An DPO and Hoi An Club of Parents with CWD, Mr. Vinh brought to the training workshops message of positive behavior change in the society towards people and children with disabilities, the government and provincial policies relating to PWD and the knowledge and skills of how to take care of a child with disabilities, how to mobilize the other parents of CWD for the regular and effective operation of parent associations. His sharing at the awareness raising workshop received the attention and positive feedback of parents of CWD, opening further cooperation and partnership between Hoi An Club of Parents of CWD and Thang Binh and Que Son PAs in the future.

3. *How your organization engages in activities that include the goal of increasing the capacity of disabled people's organizations or parent organizations to provide assistance to, and advocate successfully for, the rights of PWDs? Please provide specific examples.*

Under the small grant activities, 12 communes in Ninh Binh proposed and submitted their small grant proposals. These proposals are results from capacity building for PA under a series of training seminars. They have developed proposals and prepared for implementation. CRS and its partners at district levels, schools helped and provided supports and consultations for them to revise all their proposals. Currently, 3 proposals have been selected and sent to commune for implementation.

After the successful establishment of 26 new PAs in the last reporting period and two more new PAs during this reporting period, core members of these PAs were selected for capacity building in community development, fund raising skills and project management and consultation skills. Besides core parents of the 10 existing PAs in Hiep Duc, who already provide assistance to the families of children with disabilities over the last 1 year, these new core parents have learned about advocacy for the education and care for their

children at the community through small grant projects which focus on the increasing of inclusion of CWD in the community.